DOCUMENT RESUME

ED 092 438 SO 007 539

AUTHOR Becker, James M.
TITLE World Studies Perspectives: Introduction, Guidelines, Checklists, and Materials Selection Criteria.
INSTITUTION Social Studies Development Center, Bloomington, Ind.
PUB DATE 73
NOTE 16p.; Paper presented at the Symposium on LDS International Communications and Language Concerns at Brigham Young University, 1973

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS Check Lists; Curriculum Development; Decision Making; Diffusion; *Educational Objectives; Evaluation Criteria; *Guidelines; Instructional Improvement; Instructional Materials; Rating Scales; *Selection; *Social Studies; *World Affairs
IDENTIFIERS *Worldmindedness

ABSTRACT

Guidelines for World Studies, Checklist for World Studies, and Guidelines for Selecting World Studies Materials and Resources assist in setting goals and objectives, determining priorities in schools, and deciding materials and programs most appropriate for each situation. The World Studies Guidelines provide information about the processes, procedures, and materials in global affairs. Goals and priorities are listed with their subgoals to be rated from "important" to "of little importance." The Checklist, which clarifies available options in determining the what, when and how of teaching, lists the same goals which may be checked from "emphasized" to "little or no emphasis." The content and evaluation of present programs are organized under suggested topical headings. The topic and present program are evaluated by the user as to their importance and emphasis. Guidelines for Selecting World Studies Materials consists of an evaluation instrument to assist social studies teachers and department chairmen in the selection of appropriate, high quality materials. Suggested procedures, development sources, background, and perspectives are stated in the selection guide. A rating scale is keyed to the evaluative criteria which is organized into a rationale and objectives, content, antecedent conditions, and product characteristics. (Author/KSM)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

ED 092438

WORLD STUDIES PERSPECTIVES:

INTRODUCTION, GUIDELINES, CHECKLISTS, AND MATERIALS

SELECTION CRITERIA

SØ 007 539

ED 092438

World Studies Guidelines
Introduction

We live in a confusing, transitional epoch in which apostles of world unity and prophets of global disintegration can each furnish evidence validating their own contradictory visions. The astronauts have given us a dramatic compelling image of our earth as a single entity -- a small, fragile planet floating in a vast void. Yet mankind stubbornly clings to patterns of thought and behavior that run counter to the essentials of survival in this finite and destructible world. Pollution, overcrowding and depletion of nonrenewable resources threaten to upset nature's equilibrium and make the planet uninhabitable.

Nations seem locked into a system of war production and weapons expenditures that bears little relationship to actual needs. Education is used by most nations to glorify the state and exalt the national interest. Each nation transmits to its young an ethnocentric version of history and, as often as not, a biased and antagonistic attitude toward other nations, races or religions.

The gap between rich and poor nations, as well as between the affluent and the needy within nations, continues to widen. A recent report made to the Committee on Foreign Relations of the United States Senate notes that the world might be viewed as a kind of "developing country." "Its government -- The United Nations -- is embryonic and almost incidental to the needs of its constituency; its distribution of wealth lopsided, and the gulf between its rich and poor increases at near geometric proportions; its benefits are often wasted on imagined threats; and its vested interests resist meaningful reform."

S000 75539

Viewed in this way, the global situation appears bleak indeed, and the chances for the emergence of a true world community seem slim. Yet there are pressures -- some subtle and beneath the visible surface of international life, and some obvious to all -- working toward global integration. Technology is reshaping the lives of millions of people. The physical isolation of cultures has been abolished, and people everywhere are being made aware of a common fate. Superior means of sharing experiences now exist, which, when coupled with the threat of thermonuclear annihilation, make obvious the necessity of universal caring. The spectacular increase in transnational participation, combined with better communications and easier translation, is bringing unprecedented numbers of individuals into contact with other cultures. World public opinion is increasing in importance. And among the young people of the world, occasional glimmerings appear of a new form of consciousness, whose components -- increased openness about feelings, growing recognition of a common fate, and greater understanding of human motivation -- may suggest the emergence of a truly pan-human outlook.

Ironically, this developing universal culture has its origins in the stern realities of power--trade, technology and warfare. It is the affluent, through their networks of investment, commerce and military alliance, who are unifying and homogenizing the world. Indeed, a uniform worldwide environment, based on material similarity and physical integration among nations and cultures, seems likely to come into being long before an authentic global culture emerges. Ultimately, however, this leveling of economies and lifestyles may enable mankind to share its visions, pool its concerns and develop a true integration of consciousness.

There are virtually endless opportunities to bring students into contact with the issues, enjoyments, concerns and problems of our increasingly interdependent world. But where among all the data books, film catalogues, listings of study/travel opportunities and computerized inventories of materials and resources should the educator begin? Some notion of what is desirable, possible, necessary and interesting can help in the task of sifting and sorting through all the materials and programs available in this area.

Guidelines for World Studies and Checklist for World Studies have been prepared to assist you in setting goals and objectives and in determining priorities in your school. Used with Guidelines for Selecting World Studies Materials and Resources, they provide some help in deciding which materials and programs would be most appropriate for your particular situation.

For the educator who is charged with making and implementing decisions about global education, Guidelines for World Studies can provide needed information about the processes, procedures and materials in the field. By clarifying some of the available options, it can help in determining the what, when and how of teaching global affairs. And as a source book of guidelines, suggestions and experiences in global

education, it can help educators develop programs, courses or units that will provide students with opportunities to acquire the knowledge, skills, attitudes and values they need in a transitional world.

James Becker
Social Studies Development Center
Indiana University
Bloomington, Indiana 47401

World Studies Program
Social Studies Development Center
Indiana University

Guidelines for World Studies
(For Experimental Use Only)

Goals, Objectives and Priorities

In recent years much has been done to improve the global dimension of elementary and secondary education. Increased emphasis is being placed upon the study of the world outside the United States. Curriculum developers are evidencing more interest in cross national and cross cultural comparative studies of families, political and economic systems, religions, societies and cultures. Many educators are calling for increased objectivity and more intellectual honesty in the ways in which schools teach young people about this country, other nations, and international events and institutions. Historians and anthropologists are more frequently globalizing the study of world history and attempting to free historical accounts from the ethnocentric bias that characterizes many Western versions of man's heritage. There are more materials that expose students to non-American perceptions and interpretations of American life and of U. S. involvement in the world community. And the increasing variety of new textbooks, readings, films, simulations and case studies provides teachers with more choice and help in stimulating student interest.

These trends illustrate the considerable progress being made in improving global education in American schools. But education must be judged by the magnitude of society's needs as well as by evidence of past progress. Preparing young people to live constructively

in the world of the twenty-first century means confronting the global issues of war, terrorism, pollution, shrinking resources, racial tensions, economic strife, and use of outer space. Viewed from this perspective, today's educational system provides little ground for complacency.

Improvement depends upon many factors, including the commitment and skills of those who manage schools and classrooms, the adequacy of the conceptions and definitions of international education that undergird specific programs and activities; the clarity and appropriateness of the objectives and goals that guide school efforts in this field; the extent and quality of the research and development work in this area of study; and the degree to which the needed intellectual and material resources are identified and mobilized to assist schools and scholars in their efforts to improve international studies.

The Guidelines are designed to help you identify goals and priorities in your school or school district. The Checklist is to assist you in determining needs and interests.

GUIDELINES FOR WORLD STUDIES

important	of some importance	of little importance	
			1.0 THE SOCIAL STUDIES PROGRAM SHOULD PROVIDE INTERCULTURAL EXPERIENCES FOR ALL STUDENTS
___	___	___	1.1 All students should have opportunities for intercultural education at all grade levels.
___	___	___	1.2 The program should provide intensive and recurrent study of cultural, racial, religious, ethnic and national groups, both those to which students themselves belong and those to which they do not.
___	___	___	1.3 The program should offer opportunities for students to meet, discuss, study, and work with members of various cultural, racial, religious, ethnic and national groups other than their own.
			2.0 THE SOCIAL STUDIES PROGRAM SHOULD DEAL WITH THE REAL GLOBAL SOCIETY
___	___	___	2.1 The program should emphasize the major social processes and problems within global society. i.e. intergroup conflict and the control of violence.
___	___	___	2.2 The program should emphasize current and controversial problems of international society.
___	___	___	2.3 The program should include both analysis of these problems and attempts to formulate potential solutions.
			3.0 THE SOCIAL STUDIES PROGRAM SHOULD DRAW FROM CURRENTLY VALID KNOWLEDG ABOUT GLOBAL SOCIETY AND MAN'S EXPERIENCE, CULTURE AND BELIEFS
___	___	___	3.1 The program should emphasize that the planet earth is one of many entities in the larger cosmic system.
___	___	___	3.2 The program should develop students' understanding of mankind viewed as one species among many forms of life.

___ ___ ___ 3.3 The program should develop students' understanding of the international social system viewed as one system among many social systems in which they participate.

___ ___ ___ 3.4 The program should emphasize currently valid concepts, principles and theories in the social sciences.

___ ___ ___ 3.5 The program should draw upon all the social sciences -- not only the history of the United States and the histories of the Western and non-Western worlds, but also anthropology, economics, geography, political science and sociology.

___ ___ ___ 3.6 The program should draw appropriate material from other related fields, such as psychology, law, communications and the natural sciences.

___ ___ ___ 3.7 The program should include the study not only of man's achievements, but also of those events and policies that are commonly considered contrary to present national goals.

4.0 THE SOCIAL STUDIES CURRICULUM SHOULD FACILITATE THE DEVELOPMENT OF ATTITUDES AND SKILLS THAT STUDENTS NEED TO UNDERSTAND GLOBAL SOCIETY

___ ___ ___ 4.1 The program should develop students' ability to adopt a world-centered perspective.

___ ___ ___ 4.2 The program should develop the capacity of students to consume discriminately and process critically information about their world environment.

___ ___ ___ 4.3 The program should prepare students intellectually and emotionally to cope with continuous change and marked diversity in their world environment.

___ ___ ___ 4.4 The program should help students to accept and cope constructively with "the realities of the human condition."

CHECKLIST FOR WORLD STUDIES

Emphasized	Some emphasis	Little or none	
			1.0 THE SOCIAL STUDIES PROGRAM SHOULD PROVIDE INTERCULTURAL EXPERIENCES FOR ALL STUDENTS
___	___	___	1.1 Do all students have ample opportunity for intercultural education at all grade levels?
___	___	___	1.2 Does the program provide intensive and recurrent study of cultural, racial, religious, ethnic and national groups?
___	___	___	1.3 Does the program offer opportunities to meet and work with members of racial, cultural, religious, ethnic and national groups other than the students' own?
			2.0 THE SOCIAL STUDIES PROGRAM SHOULD DEAL WITH GLOBAL SOCIETY
			2.1 Are the following major social processes and problems covered by your program?
___	___	___	Intergroup conflict and conflict resolution (racial, religious and international)
___	___	___	Intergroup collaboration (international)
___	___	___	Intergroup violence
___	___	___	International trade, foreign aid and foreign investment
___	___	___	International migration
___	___	___	International communications
___	___	___	Formation of in-group/out-group attitudes and images
___	___	___	Foreign policy decision making
___	___	___	Cultural diffusion
___	___	___	Economic and political development
___	___	___	Population growth

___ ___ ___ Worldwide urbanization

___ ___ ___ Resource depletion (energy crisis, food shortages)

___ ___ ___ Deteriorating human environment

___ ___ ___ Racism

___ ___ ___ Technological change

___ ___ ___ Inequalities in the distribution of basic human requirements (i.e., health, wealth and education)

___ ___ ___ 2.2 Does your program offer students the opportunity to analyze and formulate potential resolutions of international social problems?

3.0 THE SOCIAL STUDIES PROGRAM SHOULD DRAW FROM CURRENTLY VALID KNOWLEDGE ABOUT GLOBAL SOCIETY AND MAN'S EXPERIENCE, CULTURE AND BELIEFS

___ ___ ___ 3.1 a. Does your program include a cosmological and geological history of our planet?

___ ___ ___ b. Does your program emphasize the major features and characteristics of the planet's contemporary geology and geography?

___ ___ ___ 3.2 a. Does your program emphasize human diversity as manifested in unique individual behaviors, varied cultural systems and differing social systems such as family systems, political systems, and economic systems?

___ ___ ___ b. Does the program emphasize mankind's biological and psychic unity?

___ ___ ___ c. Does the program provide opportunities for comparing the human species with other forms of life including animals and imagined life elsewhere in the universe as portrayed in some of our better science fiction?

___ ___ ___ d. Does the program emphasize the major events or transformations in the evolution and cultural development of the species?

3.3 Are the following characteristics of global society emphasized in your program?

___ ___ ___ Racially diverse (majority non-white)

___ ___ ___ Politically uncentralized

___ ___ ___ Multi-linguistic

___ ___ ___ Religiously diverse (majority non-Christian and non-Jewish)

___ ___ ___ Culturally diverse (characterized by significant variation within and among nations)

___ ___ ___ Institutionally diverse (varying political, economic and family systems)

___ ___ ___ Generally economically depressed

___ ___ ___ Interdependent

___ ___ ___ Violent

___ ___ ___ Rapidly growing

___ ___ ___ Increasingly urbanized

___ ___ ___ Increasingly mechanized

___ ___ ___ 3.4 Do the concepts, principles and theories emphasized in your courses' content reflect current developments in the social sciences?

___ ___ ___ 3.5 Are the contributions of history and the various social sciences utilized to create an interdisciplinary curriculum content?

___ ___ ___ 3.6 Does your curriculum provide for contributions from areas which, although outside the formal social studies, furnish understandings about man? (i.e., law, psychology, communications and the natural sciences)

___ ___ ___ 3.7 Does your program include the study not only of man's achievements but also of those policies contrary to present national goals?

4.0 THE SOCIAL STUDIES CURRICULUM SHOULD FACILITATE THE DEVELOPMENT OF ATTITUDES AND SKILLS THAT STUDENTS NEED TO UNDERSTAND GLOBAL SOCIETY

___ ___ ___ 4.1 a. Does the program offer students the opportunity to transcend ethnocentrism by developing a global perspective?

___ ___ ___ b. Does the program offer students the opportunity to recognize that some degree of ethnocentric bias and cultural distortion is inherent in all perceptions and beliefs about the world?

___ ___ ___ c. Does the program offer students the opportunity to perceive commonalities in the basic needs of culturally diverse individuals?

___ ___ ___ 4.2 a. Does the program offer students the opportunity to think conceptually and comparatively about different societies, about historical and current events and about social processes such as conflict and cooperation?

___ ___ ___ b. Do students have the opportunity to formulate and test hypotheses and theories about international phenomena using the methods and skills associated with historical scholarship and social scientific inquiry?

___ ___ ___ c. Do students have the opportunity to analyze normative arguments or value claims and the values underlying their own judgments?

___ ___ ___ d. Do the students have the opportunity to critically analyze and judge the actions or decisions of organized groups in international society and especially the foreign policy decisions of their own government?

___ ___ ___ e. Do students have the opportunity to absorb and critically evaluate information about international developments provided by the mass media and interpersonal communications?

___ ___ ___ 4.3 a. Are students given the opportunity to perceive diversity and change as natural or inevitable features of the human condition?

___ ___ ___ b. Are students given the opportunity to judge differences between and changes within social institutions?

___ ___ ___ 4.4 Does the program offer opportunities for the student to consider the moral and policy implications of mankind's growing interdependence?

Guidelines for World Studies: Suggested Topics/
Content and Evaluation of Present Program

Suggested Topics: User's Evaluation				Present Program: User's Evaluation			
	IMPORTANT	OF SOME IMPORTANCE	OF LITTLE IMPORTANCE		EMPHASIZED	SOME EMPHASIS	LITTLE OR NONE
I. Intercultural Experiences for All Students At All Grade Levels							
A. Intensive and recurrent study of:							
1. cultural groups.							
2. racial groups.							
3. religious groups.							
4. ethnic groups.							
5. national groups.							
B. Opportunities to meet, discuss, and work with:							
1. cultural groups.							
2. racial groups.							
3. religious groups.							
4. ethnic groups.							
5. national groups.							
II. Global Society ("the human species has become interdependent at the global level")							
A. Topics							
1. intergroup conflict and resolution.							
2. communication.							

Suggested Topics: User's Evaluation				Present Program: User's Evaluation		
	IMPORTANT	OF SOME IMPORTANCE	OF LITTLE IMPORTANCE	EMPHASIZED	SOME EMPHASIS	LITTLE OR NONE
3. foreign policy decision-making.						
4. cultural diffusion.						
5. population concerns.						
6. urbanization (world-wide).						
7. global environment.						
8. racism.						
9. technological change.						
10. diversity and change.						
11. interdependency.						
12. commonalities among peoples.						
13. need to transcend ethnocentrism.						
14. poor distribution of basic human necessities.						
B. Problems						
1. current.						
2. controversial						
3. analysis.						
4. solutions.						
C. Up-to-date knowledge about global society						
1. planet earth is part of the larger cosmic system.						

Suggested Topics: User's Evaluation		
IMPORTANT	OF SOME IMPORTANCE	OF LITTLE IMPORTANCE

	Present Program: User's Evaluation		
	EMPHASIZED	SOME EMPHASIS	LITTLE OR NONE
2. man is one species among many.			
3. the international social system is one among many social systems.			
4. the planet's present geology and geography.			
5. mankind's biological and psychic unity.			
6. concepts, theories, and principles of:			
a. anthropology.			
b. sociology.			
c. political science.			

Suggested Topics: User's Evaluation				Present Program: User's Evaluation		
	IMPORTANT	OF SOME IMPORTANCE	OF LITTLE IMPORTANCE	EMPHASIZED	SOME EMPHASIS	LITTLE OR NONE
d. economics.						
e. geography.						
7. related subjects						
a. law						
b. psychology						
III. Student Attitudes and Skills						
A. World-centered perspective.						
B. Knowledge discrimination.						
C. Appreciation of the human condition.						
D. Ability to cope with change and diversity.						

GUIDELINES FOR SELECTING WORLD STUDIES MATERIALS

The purpose of the attached evaluative instrument is to assist Social Studies teachers and department chairmen in the selection of appropriate high quality materials, whether textbooks, films, film strips, or tapes.

A useful procedure for departments might be for a teacher, after evaluating material with the instrument, to circulate and file it for subsequent use by other department members.

The following sources were used in developing the instrument:

1. "Checklist for World Studies," from the World Studies Program, Social Studies Development Center, Bloomington, Indiana.

2. "An Examination of the Structure and Objectives of International Education," by Lee F. Anderson in Social Education, November, 1968.

3. "Steps in Curriculum Analysis Outline," published by the Social Science Education Consortium, Boulder, Colorado.

4. Social Education, November, 1972.

Background and Perspectives

In Part I, Rationale and Objectives, seventeen topics deemed crucial to student understanding of global society are listed. Global society, simply put, means that our species has become interdependent at the global level. Pointing to this are four important, often overlooked, developments: 1) an expanding volume of world-wide human interaction; 2) an expanding network of cross-national organizations; 3) increasing similarity in mankind's social behaviors and institutions; and 4) the internationalization of social problems.

The section on attitudes and skills is important because students need to internalize what they learn about global society.

In Part II, Content, it is assumed that the most valuable discipline orientation, in light of the need of students to understand global society, is an inter-disciplinary or a multi-disciplinary approach.

Part III is self-explanatory, as is Part IV, Product Characteristics, on page 3.

CRITERIA FOR EVALUATING WORLD STUDIES MATERIALS

KEY: The materials stress or emphasize . . .
. . . to a great extent = 4
. . . to some extent = 3
. . . to no extent = 2
unable to judge = 1

Title of Materials _____

Producer _____

Producer's address _____

Available from _____

PART I. RATIONALE AND OBJECTIVES

No. Rating

A. Global Society, materials stress . . .

1. intergroup conflict and resolution
2. international economics
3. communications (cross-cultural)
4. foreign policy decision-making
5. cultural diffusion
6. population concerns
7. urbanization (world-wide)
8. Global environment
9. racism
10. technological change
11. diversity and change
12. interdependency
13. commonalities among peoples
14. need to transcend ethnocentrism
15. inequitable distribution of basic human necessities
16. impact of culture on self and human experience
17. culture and language

B. Development of Ways of Thinking, Communicating, Behaving, materials stress. . .

1. awareness of ethnocentric effects on thinking
2. conceptual thinking
3. comparative thinking
4. critical thinking
5. value analysis
6. moral and policy implications of globalism
7. interpersonal trust
8. motivation to act
9. affect feelings

PART II. CONTENT

No. Rating

A. Discipline Orientation, materials stress. . .

1. inter-disciplinary approach
2. multi-disciplinary approach
3. single discipline

B. Appropriateness of Content

C. Provision for Student Participation

1. games
2. simulations
3. role-playing
4. panels, debates, small-group discussions
5. research and library reports
6. involvement with the community

D. Provision for Evaluation (student, teacher)

1. observation
2. tests

PART III. ANTECEDENT CONDITIONS (Degree of success with materials: use same key)

No. Rating

A. Degree of Student Success with Materials

1. above average student
2. average student
3. below average student

B. Degree of Teacher Success With Materials

C. Degree of Community Acceptance Toward Materials

PART IV. PRODUCT CHARACTERISTICS

A. Cost

1. purchase
2. rental

B. Film (F); Film Strip (FS); Slides (S); Tapes (T); Game (G); Simulation (SI)

1. color
2. black and white
3. time -- days (D); weeks (W)
4. number of players

No. Rating

C. Book

1. pages (length)
2. illustrated
3. workbook included

D. Pamphlet

1. pages
2. illustrated

E. Grade Level

1. elementary
2. junior high
3. high school

EVALUATOR'S COMMENTS_____

Prepared by Robert Anthony, Teacher Associate, Social Studies Diffusion Project, 1129 Atwater, Indiana University, Bloomington, Indiana 47401